

mead



eb 9790.74
epoch 1993 December 2.0
 $e_1 = \text{JD } 2449323.71$

200 sheets/college ruled
11x8½in/27.9x21.5cm

5 subject notebook



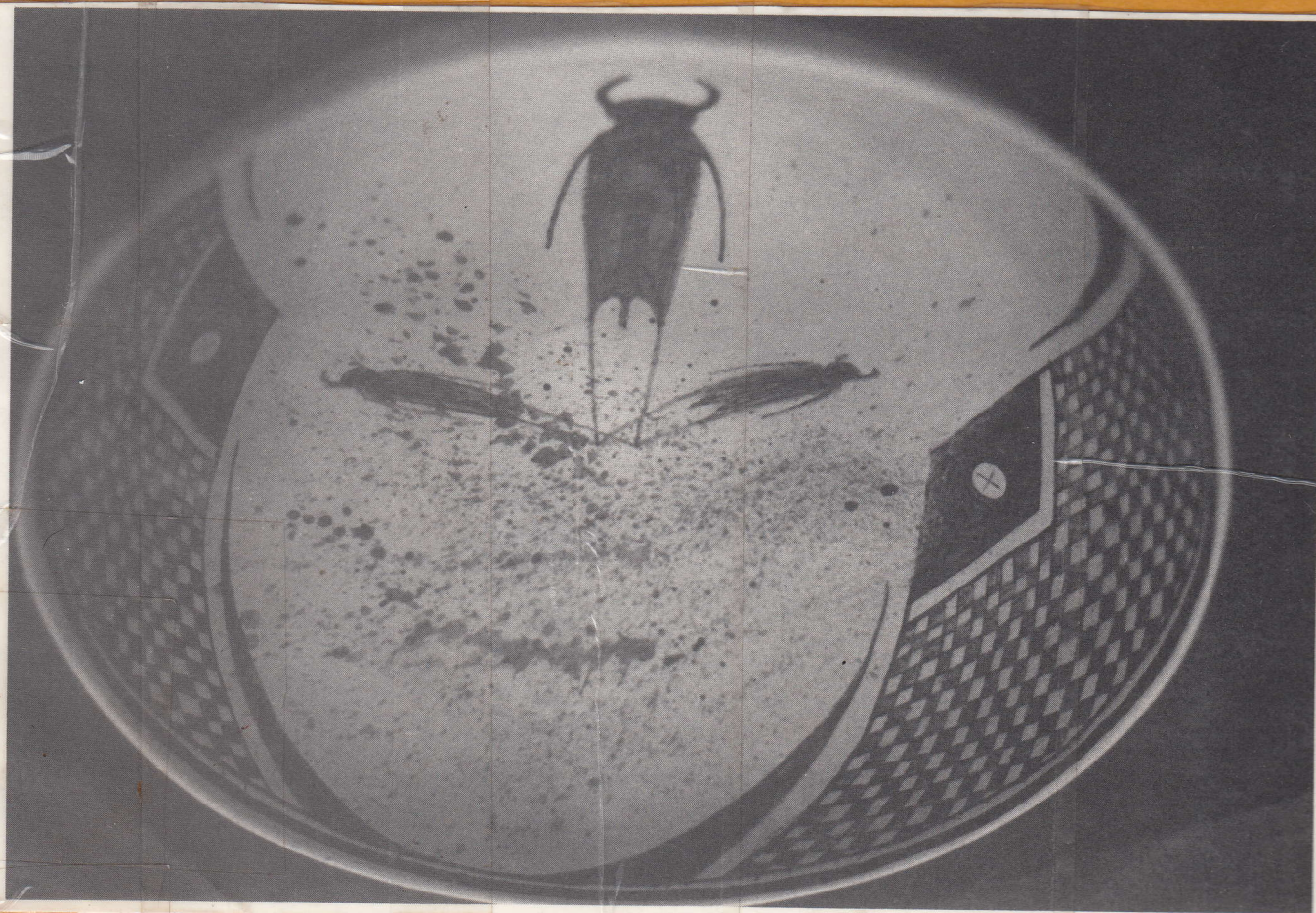
06780 The Mead Corporation, Dayton, Ohio 45463

W41 S3B4

LETTERS FROM THE BREATH OF LIFE

SET 3: SCRIBBLINGS

PHASE 4: "2 449 324"



$$e_1 + 76.0 = e_1 = \text{JD } 2449323.71$$
$$= 2449399.71$$

CALENDAR TIME \rightarrow AGE OF MY ORGANISM

$$(\text{year} - 1967) + \frac{[24(N-1) + h] - 987}{8760}$$

AGE OF MY ORGANISM \rightarrow calendar year, calendar day of year, hour of day, calendar month and the day of calendar month.

I. year = $y + 1967$

II. day of month, hour of day

$$\frac{8760(\Delta y) + 987}{24} = (N-1) + (h/24)$$

$(N-1) = d \rightarrow$ full days of year

$\frac{h}{24} = \Delta d \rightarrow h = 24(\Delta d) =$ hour of day

III. month: $\frac{12d}{365} = n + \Delta n$ and $n+1$ is month

IV. day of month: Formula 365: $(d+1) - Z_n$ Formula 366: $(d - Z_n)$

IMPORTANT: IN LEAP YEARS 365 becomes 366
and 8760 becomes 8784 $Z_n \rightarrow Z_{n+1}$

notes:

above: $\frac{[24(N-1) + h] - 987}{8760}$ $N \neq n$

$N \rightarrow$ calendar day of year

$n \rightarrow$ represents month ($n+1$)

$h \rightarrow$ hour of day

$y \rightarrow$ calendar year

$\Delta y \rightarrow$ fragment of a year

$d \rightarrow$ day of month = $(d+1) - Z_n$

$d \rightarrow$ "full days passed"

$d \neq N$; $d+1 = N$; $N-1 = d$

$\Delta d \rightarrow$ fragment of a day; $24(\Delta d) =$ hour

$Z_n \rightarrow$ numerical value of months

n	name	Z_n value
0	JAN.	0
1	FEB.	31
2	MAR.	59
3	APR.	90
4	MAY.	120
5	JUNE.	151
6	JULY	181
7	AUG.	212
8	SEPT.	243
9	OCT.	273
10	NOV.	304
11	DEC.	334

$N-1 = d$

$(d+1) - Z_n =$ day of month

$\therefore N - Z_n =$ day of month,

leap year: $d - Z_n$

or

$N - (Z_n + 1)$

Remember: $\frac{12d}{365} = n + \Delta n$

where $n+1 =$ month

N^{th} day = $\frac{24(N-1) + h}{8760}$

INTUITIVE CONVERSION

$.0001 = 52m$ to $53m$

$.001 = 8h' 45m$

$.01 = 3.65$ days

$.1 = 5.2$ wks.

1 hour $\approx .000114$ year

1 day $\approx .00274$ year

2 weeks $\approx .0385$ year

1 month $\approx .0833$ year

12/13/93

session

3242

1

From Korzybski's Science and Sanity p. 250:

"From the point of view of general semantics, mathematics, having symbols and propositions, must be considered as a language. From the psychophysiological point of view, it must be treated as an activity of the human nervous system and as a form of the behaviour of the organisms called humans."

Mathematics is a language and an activity of the human nervous system. As a human organism, mathematics is a form of my behaviour. So my desire to comprehend mathematics may be an instinctive, innate desire - and my desire to acquire actual college credits while learning is an interaction of my organism with its species. As I am a manual worker presently housed by the Park Service, although I am at peace with the universe, my vigilant study of the calculus at home does not connect me with minds of my type.

The primary reason for my attending college while working as a laborer will be to develop my mental powers.

This is a valid motive, and while a secondary motive is so as to acquire a degree 15 to 20 years from now so as to have an opportunity to engage in scientific work, this goal is too far off to serve as a daily motivation.

17

0 = ∞ PERCEIVING GEOMETRIC IMAGES WHILE
 "READING and CALCULATING"
 ALGEBRAIC EXPRESSIONS

By reviewing material in an older textbook before moving into the next section in the new textbook, my organism was able to mentally transform ~~static~~ algebraic formulas into dynamic geometric images.

This is the WAY I want to comprehend, not in a mad rush to go higher and higher; but a slow, in depth analysis of the applications of these formulae.

While rushing I just put #'s into the equation $\frac{f(b) - f(a)}{b - a}$ without even

realizing this was simply the slope of a line and the $(b, f(b))$ was one point and $(a, f(a))$ was the other. and $f'(c)$ is the slope of the tangent line at the extrema, which is parallel to the line through $(a, f(a))$ and $(b, f(b))$.

The illumination is coming slowly, but it is better late than never.

month	# of days	day of month (365)	day of month (366)
January	31	$d+1$	$d+1$
February	28, 29	$(d+1)-31$	$(d+1)-31$
March	31	$(d+1)-59$	$(d+1)-60$
April	30	$(d+1)-90$	$(d+1)-91$
May	31	$(d+1)-120$	$(d+1)-121$
June	30	$(d+1)-150$	$(d+1)-152$
July	31	$(d+1)-181$	$(d+1)-182$
August	31	$(d+1)-212$	$(d+1)-213$
September	30	$(d+1)-243$	$(d+1)-244$
October	31	$(d+1)-273$	$(d+1)-274$
November	30	$(d+1)-304$	$(d+1)-305$
December	31	$(d+1)-334$	$(d+1)-335$

Even though there is a pattern, the pattern is only additive (not multiplication). We are simply finding the N th day (which is $d+1$), and then subtracting the number of days in the months that have passed (which is m).

$$\text{So } \frac{12d}{365} = m + \Delta m$$

m_0 is January (think $0+1$)
 m_1 is February (think $1+1$)
 m_{11} is December (think $11+1$)

$$21 + 100 = 2449579.71$$

example: let age = 26.859

calendar year = $26 + 1967 = 1993$

year fragment = .859

- (1) $.859(8760) \approx 7524.84 \approx 7525 = h_1$
- (2) $7525 + 987 = 8512 = h_2$
- (3) $h_2 / 24 = 8512 / 24 = 354.666 = d + \Delta d$
- (4) $\Delta d(24) = 16 \text{ hours}$
- (5) let $354 = d$ find month $\frac{354(12)}{365} = 11.638$

so month is $11 + 1 \rightarrow \text{DECEMBER}$.

- (6) ignore $m + \Delta m$ as this was absurd.

instead, take 354 as d and: $(d+1) - 334 = \text{date of month}$
 $355 - 334 = 21$

year: 1993 A.D.; month: December; day of month: 21, time of day 16
 or 4PM.

The process of finding the day of month is the most tedious. This is the thought process behind the given numbers.

$d = \#$ of days that are full 24 hours
 $+1 =$ the day we are in

so for January, $d+1$ is the day of month. $(1+b)$

for Feb, $(d+1) - 31 \text{ days of Jan} = \text{dom}$

for March, $(d+1) - (31 + 28) = (d+1) - 59 = \text{dom}$

or leap year, $(d+1) - 60 = \text{dom}$

It is easy as long as I remember 31, 28, 31, 30, 31, 30, 31, 31, 30,
 31, 30, 31.

and of course the leap years 1988, 1992, 1996, etc...
cause the difference from March on to
be different by one unit.

	31	28	31	30	31	30	31	31	30	31	30	31
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	30, 31	58, 59	89	119	150	180	211	242	272	303	333	364
0	31	59	90	120	151	181	212	243	273	304	334	365
Leap year	1	30	59	90	120	151	181	212	243	273	304	334
	0	31	60	91	121	152	182	213	244	274	305	335

I will hopefully develop an intuitive idea of ~~how~~
what month I am in by d or $(d+1)$ without
dividing by 365 after multiplying times 12.

example: $h_2 / 24 = 158$

the month is June

$$(158 + 1) - 151 = 8$$

Again: letting $Z_n =$ ~~days~~ sum of days passed

~~days~~ d from $h_2 / 24 = d + \Delta d$

$$(d+1) - Z_n = \text{day of month}$$

to decide what n is in Z_n , $\frac{12d}{365} = n + \Delta n$

$$\begin{aligned} \text{if } n = 0 & \quad Z_n = 0 \\ \text{if } n = 1 & \quad Z_n = 31 \\ \text{if } n = 2 & \quad Z_n = 59 \end{aligned}$$

SUMMARY TO FIND MONTH AND DAY OF MONTH

$$h_2 / 24 = d + \Delta d \quad \text{and} \quad 24(\Delta d) = \text{time of day}$$

$$(d+1) - Z_n = \text{day of month}; \quad \frac{12d}{365} = n + \Delta n$$

Z	Month	n	Z _n	EQUATION FOR 365 DAY YEAR	EQUATION FOR 366 DAY YEAR
Z ₀	JAN.	0	0	(d+1)	(d+1)
Z ₁	FEB.	1	31	(d+1)-31	(d+1)-31
Z ₂	MAR.	2	59	(d+1)-59	d-59
Z ₃	APR.	3	90	(d+1)-90	d-90
Z ₄	MAY.	4	120	(d+1)-120	d-120
Z ₅	JUN.	5	151	(d+1)-151	d-151
Z ₆	JUL.	6	181	(d+1)-181	d-181
Z ₇	AUG.	7	212	(d+1)-212	d-212
Z ₈	SEP.	8	243	(d+1)-243	d-243
Z ₉	OCT.	9	273	(d+1)-273	d-273
Z ₁₀	NOV.	10	304	(d+1)-304	d-304
Z ₁₁	DEC.	11	334	(d+1)-334	d-334

so the formula is $(d+1) - Z_n$
and for the leap years $d - Z_n$ (excluding Z₀ and Z₁)

to find n : $\frac{12d}{365} = n + \Delta n$

(except March 1st and 2nd).

So I will write the formula and then list Z_n's to be memorized.

46
So where does the basic particle-wave-energy go and where did it come from?

Is there such a knowledge as METAPHYSICAL, as Schopenhauer's philosophy is metaphysics; or does PHYSICS itself have to be expanded?

MATTER CAN NEITHER BE CREATED NOR DESTROYED.

Does this imply that "age" is a relative distance between two points in space time between $-\infty$ and $+\infty$?

There are no absolute meanings to "space" and "time" beyond the relations established by measurement.

$m = E/c^2$ holds generally between mass and energy.

mass and energy are equivalent.

c = velocity of light

Mass becomes structurally and verbally nothing else than energy concentrated at one point, and it appears as a form of ENERGY MANIFESTATION.

26

26.8773

There has been a change in plans. Being denied financial aid due to a lack of academic progress, my organism reflects upon its suicide attempt of the autumn of 1985. My organism is in the mood to verbalize its thoughts.

I will appeal their decision {the computer's decision} with documentation of my stay at the hospital getting the charcoal to pump my stomach. I have also sent Joe Feli a copy of the letter. I will send so as to get some input from him.

Now I will move like a turtle.

I also received a letter from my Grandmother Hentrich. She sent me a \$25.00 check along with accusations that I was making excuses for not going to college when the fact is that I am lazy! She despises seeing me "waste my life".

I wrote a response to her letter expressing my anger at her ignorant, arrogant opinions. I also sent her check back as I do not want to accept her money if she is going to condemn my "relaxed" way of life.

There is a thin line between being relaxed, moving like a turtle and being lazy.

My father offered me work one day per

month at \$100.00 per day so that I will have the money to take one class per semester until I am eligible for financial aid.

So I will ~~more~~ shift to a lower gear, plan on taking Calculus I in the Fall of 1994. After that I want to take:

winter 1995: Calculus II, Engineering 105
 fall 1995: Calculus III
 winter 1996: Differential Equations
 fall 1996: Chemistry I
 winter 1997: Physics I

So I will go over to the shop now. I have plenty to do to keep me busy and I will have no time to read or study while on the clock, but I will bring Concepts in Modern Chemistry anyway.

My organism is relaxed. I am almost relieved to have a valid reason (financial burden) for only taking one class per semester for a while. Now I can focus on Mathematics.

27

26.8779

Within the next half hour, I will be going over to the boiler room with Jimmy to take apart HVAC #1 squirrel cages. We want to get the heat back up to 70° as soon as possible.

Jimmy is almost ready to go, but I want to write a little before rushing into such a big job. We expect snow tomorrow, so there is a chance for O.T. money (even though I would rather have time off so as to study Calculus).

Does this make me lazy? No. I just like to REST IN PEACE, and while solving math problems, my physical organism is at rest.

This "turtle pace concept" can be turned into a rational principle for being one with the universe. Rather than fight the system and my position in our civilization, I will go with the flow; taking each moment in stride, concentrating on the task at hand, keeping my "head" where my feet are.

The Turtle Pace Principle is about slowing down the mind to the natural ~~hythm~~ ^{rhythm} of the universe. I will meditate on this "TPP".

29

26, 8831

Last night in the 23rd hour I went out to plow the road I call "Central Supply Road".

There was 7 cm. of snow { $7\text{ cm} = 2.75\text{ in}$ } on the ground, and it was still snowing.

Now I rise in the 11th hour, and I see that Jimmy didn't even come in, so I have the day off as scheduled.

I notice that the wind has been so strong through the night, that it has covered the paved road with snow and ice. If I do make a trip to the feedstore, I will be careful driving down this road.

As for plowing the snow in the park, I will not plow unless Jimmy calls and asks me to, as I am scheduled to be off.

30

26.8861

Last week I drove up to Borders Book Store up in New Brunswick with Jason Nerson. I purchased a few math/Science manuals for myself, and I purchased Zen and the Art of Motorcycle Maintenance for him to quench his thirst for "philosophy".

I am still in the process of getting back into Differentiation with limits at infinity, but I do not want to hurry. I want to care about what I am learning. My education may not be broad or fast, but it will be deep.

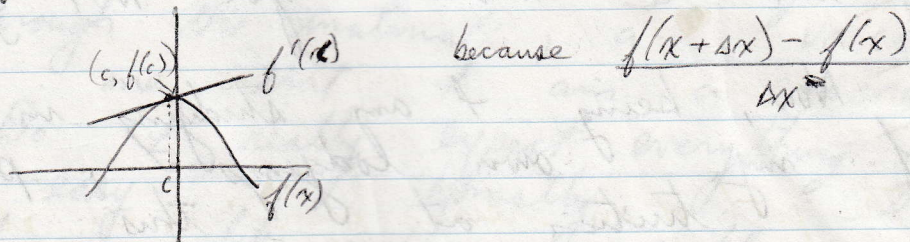
I am concerned with depth, not speed. I desire a deep understanding of the structure, the patterns, the processes. I am not in a hurry.

So, while studying the calculus I will be slowly skimming through the philosophic parts of ZAMMA or "ZMM".

When I reflect upon ZMM, I will write (ZMM)_#.

(ZMM), Pirig meditates upon the barrenness and narrowness of things and begins his Chautauqua seeking to deepen our consciousness rather than broaden it. He also discovers the root of the "anti-technologist's" alienation... and wants to find a cure for this self-defeating hatred of technology. (ch. 1).

Now I want to understand why the slope of the tangent equals the first derivative of the function.



I want to understand the first derivative test, the second derivative test, not ONLY to arrive at the correct answer, but to UNDERSTAND what is meant by the answer.

And what still hasn't been decided, what is "it" that motivates me to continue?

Could it be something as high in the sky as a degree?

Or is it something more pure, more noble?

What would be a pure motive?
The Intellectual satisfaction of cognizance!

Is that what motivates me?
If this is it, then wouldn't I experience satisfaction at each breakthrough?
So my goal is not to "hurry up" through this to move onto that,

but to slow down into the continuous "this",

45

BRAINSTORMING THE Ulrich Wolfgang Gentrich CALENDAR SYSTEM

The path of an orbiting planet is an ellipse, with the sun at one focus.

The orbit of the earth is an ellipse that is almost a perfect circle. Its eccentricity is only 0.017.

This makes sense: A perfect circle has 360 degrees. A revolution ~~turn~~ of the earth around the sun has 365.25 degrees (days).

$$365.25 \cdot 0.017 = 6.2$$

$$365.25 - 360 = 5.25$$

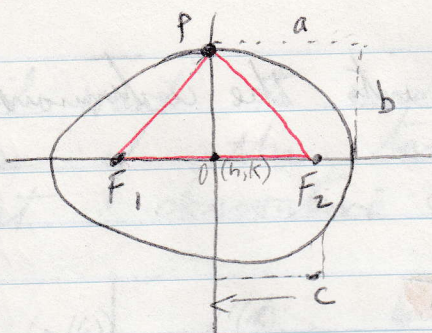
ellipse: set of all points in the plane such that the sum of their distances from two fixed points, called foci, is a given constant $2a$.

The distance between the foci is denoted $2c$; the length of the major axis is $2a$, whereas the length of the minor axis is $2b$, and

$$a = \sqrt{b^2 + c^2}$$

$$a = \sqrt{b^2 + c^2}$$

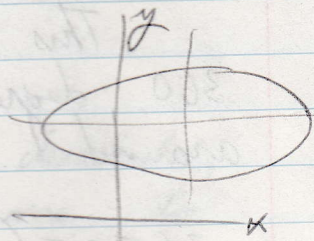
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segments F_1P and $F_2P = a$; hence $a = \sqrt{b^2 + c^2}$
 eccentricity of an ellipse, e , is < 1 .

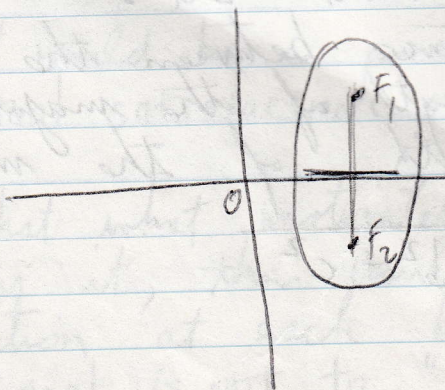
An ellipse with center at point (h, k)
 and major axis parallel to the x -axis
 is given by the equation:

$$\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$$



An ellipse with center (h, k) and major axis
 parallel to y -axis:

$$\frac{(y-k)^2}{a^2} + \frac{(x-h)^2}{b^2} = 1$$



N

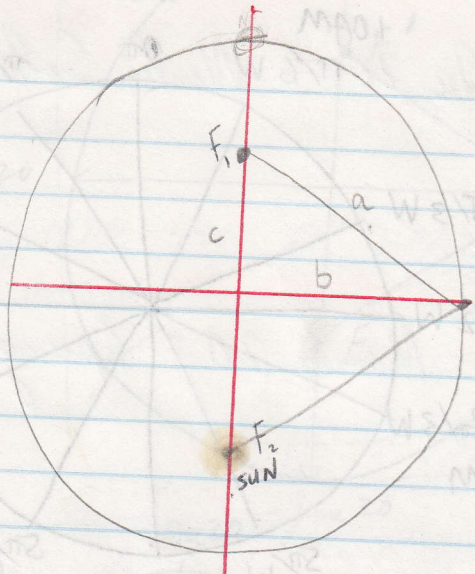
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95

(dec 20)

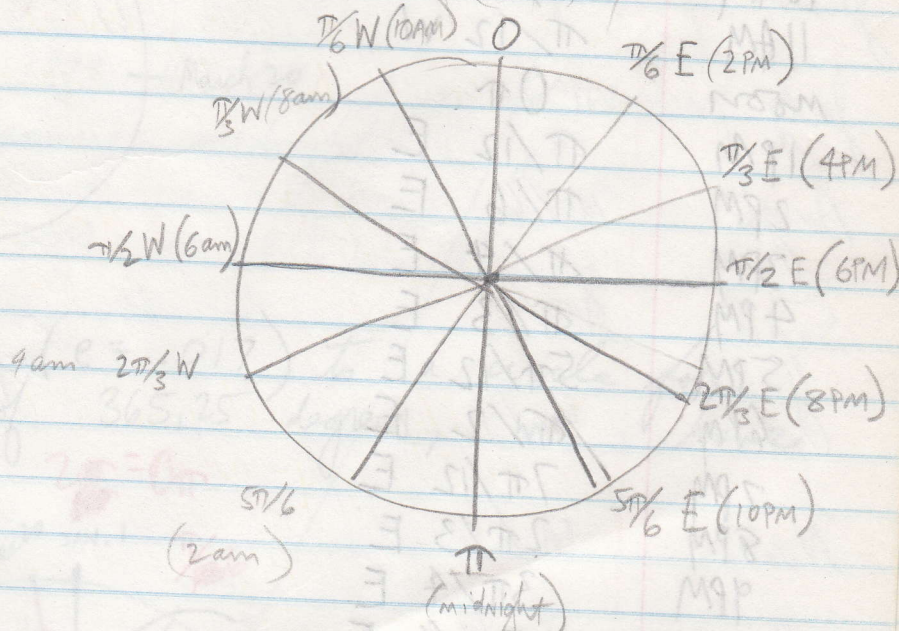
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W



S

$$a = \sqrt{b^2 + c^2}$$



94

midnight

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

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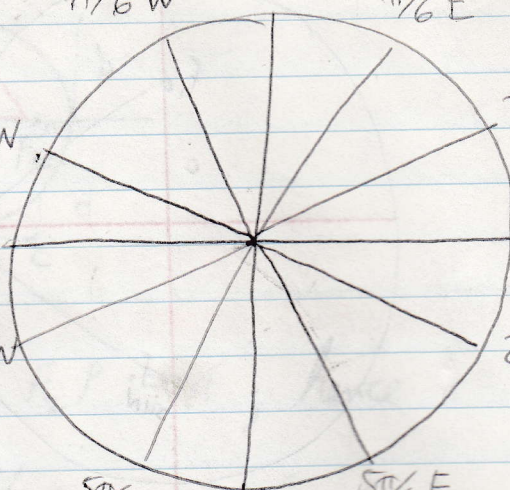
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94

midnight

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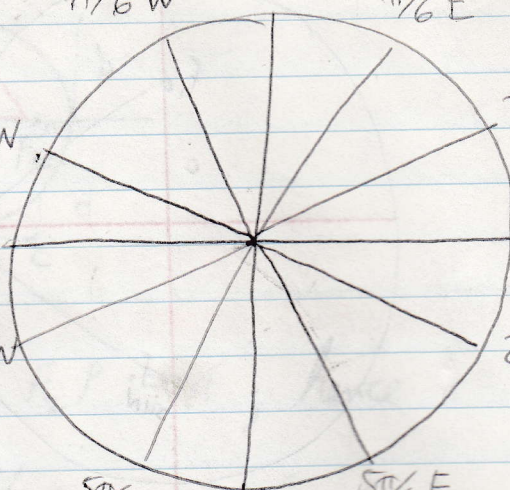
$\pi/6$ E

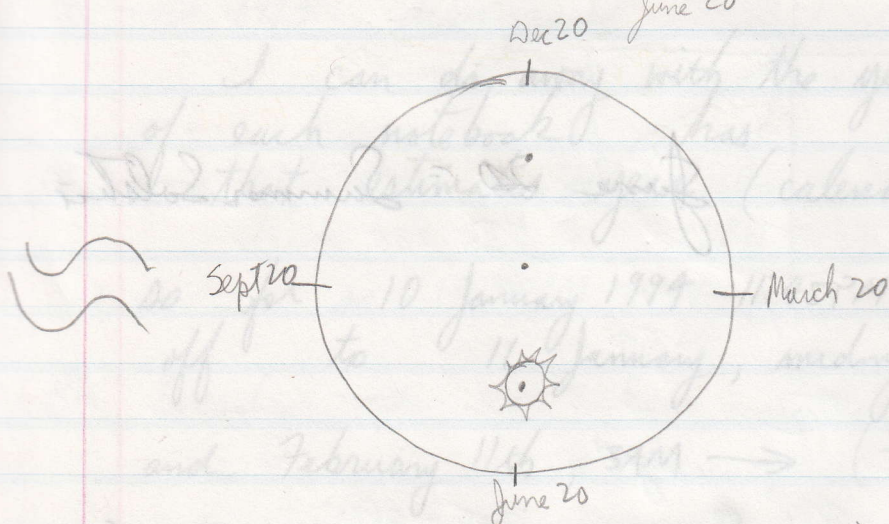
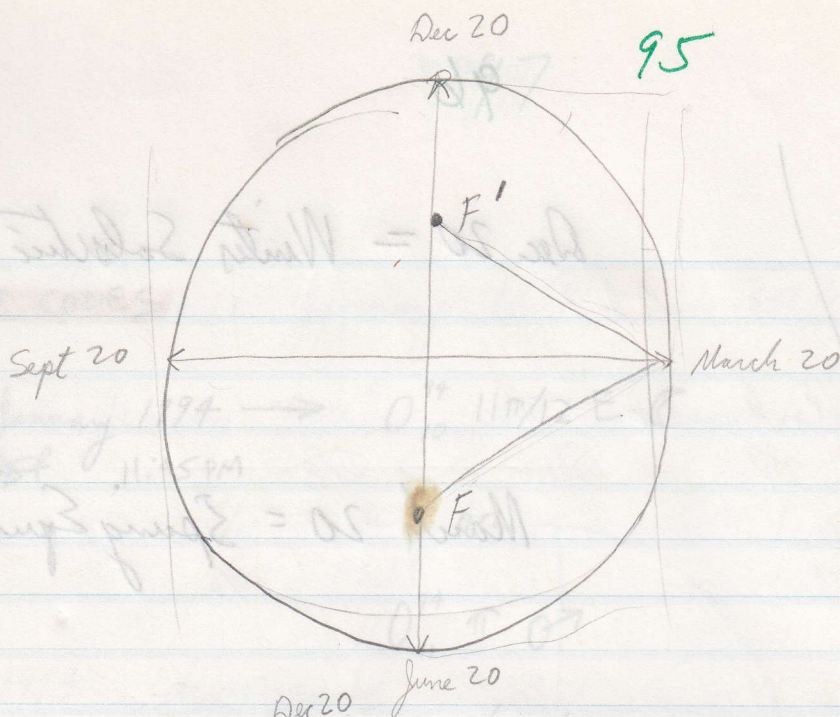
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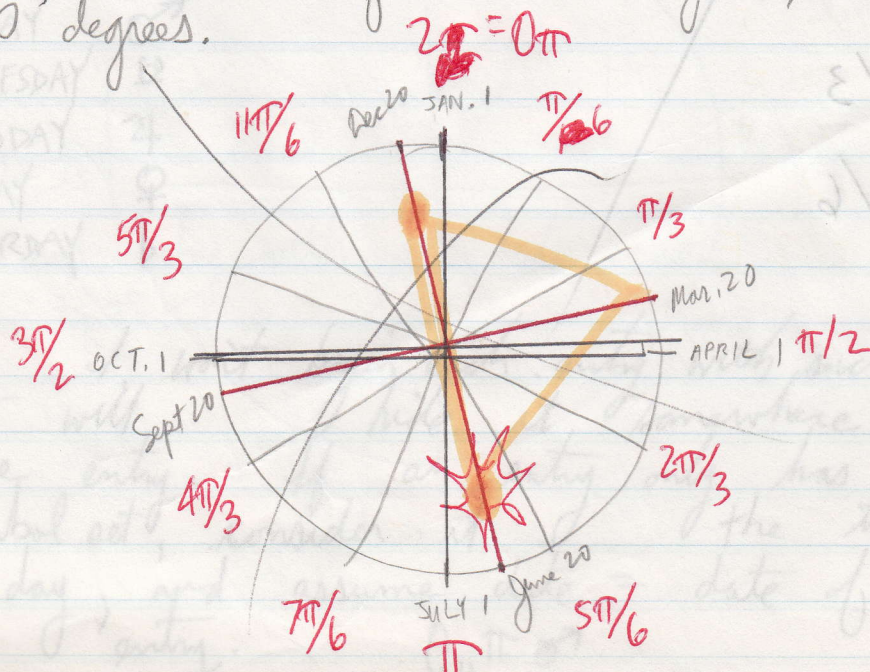
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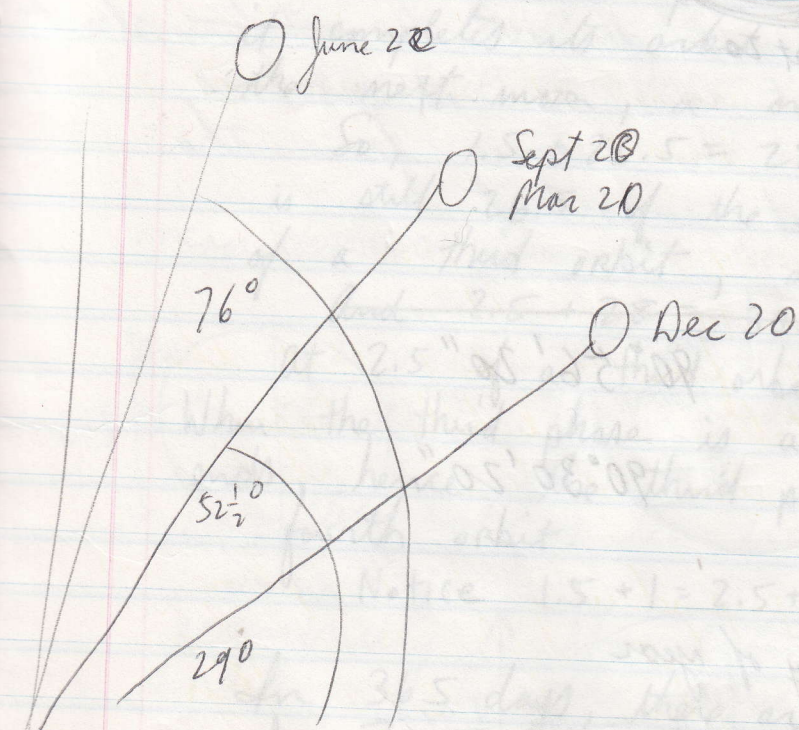
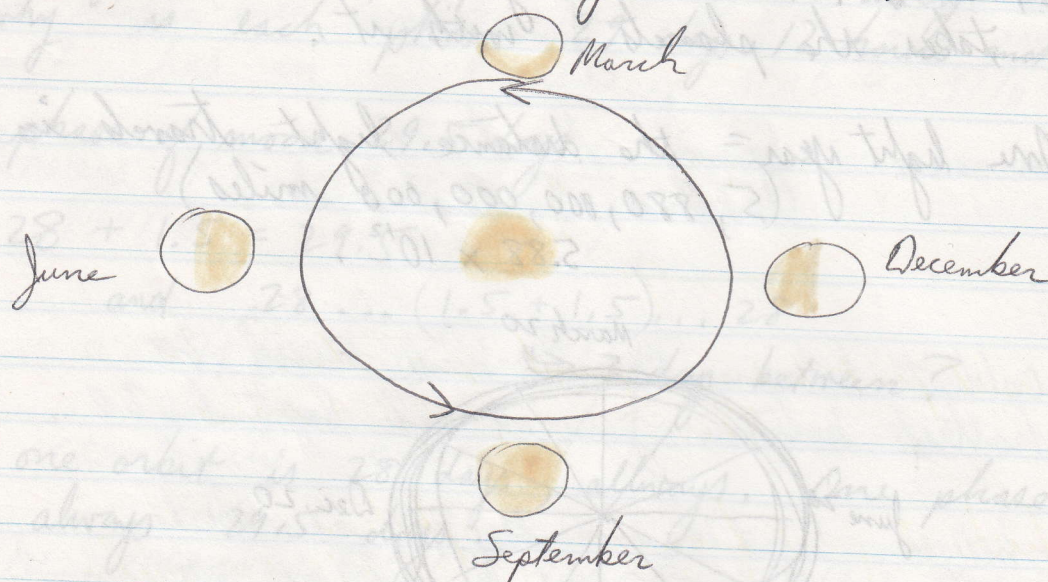




change ellipse ($e = .017$) to a circle for code, Instead of 365.25 degrees, we have 360 degrees.



one rotation on its axis every 24 hours.



The changing position of the sun: The earth revolves around the sun once for every rotating on its own axis 365.256 times.

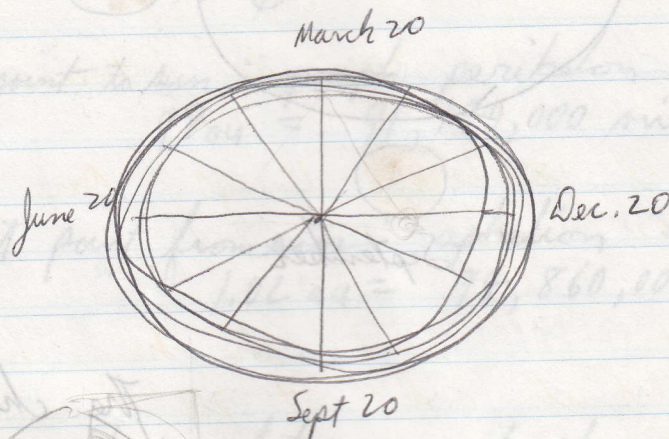
The Northern Hemisphere is tilted away from the sun in December, and towards the sun in June at 23.5° .

These motions cause the seasons.

As the sun travels through space at 150 mi/s,
it takes the planets with it.

One light year = the distance light travels in one year
(5,880,000,000,000 miles)
 5.88×10^{12} .

13 MOONS?



$$2\pi^R = 360^\circ$$

~~Mar~~ Dec 20

Mar 20

June 20

Sept 20

$90^\circ 56' 20''$

$90^\circ 30' 20''$

if degree gives day of year

and minute gives hour of day,

what would second give? minute of hour.

If the moon completes an orbit every 28 days,
why is each phase 29 days 12 hours and 3 seconds.
phase of moon 29.5 days.

$$28 + 1.5 = 29.5$$

$$\text{and } 28 \dots (1.5 + 1.5) \dots 28$$

\Rightarrow 3 days between?

one orbit is 28 days, always. One phase is likewise always 29.5 days. always

On the 26.5 point, the change begins... it completes its orbit at 28, and at 1.5 of the next moon, a new phase begins.

So, $1.5 + 26.5 = 28$; ~~$28 + 1.5$~~ but that is still 26.5 of the next phase. So at 2.5 of a third orbit, a ~~second~~ ^{second} phase ~~begins~~ ends. And ~~$2.5 + 28 = 30.5$~~ , so

At 2.5 of a third orbit, a third phase begins. When the third phase is at 25.5, the 3rd orbit ends, hence the third phase ends at 3.5 of the fourth orbit.

$$\text{Notice } 1.5 + 1 = 2.5 + 1 = 3.5 + 1 = 4.5$$

In 365 days, there are about 13 orbits
In 365 days, there are about 12.4 phases.

So our calendar is based on PHASES, not orbits.

105

474

a circle with radius 1 has an area of $\pi r^2 = \pi$
 an ellipse with semimajor (a) ~~1.02~~ 1.02 and semiminor (b) .98 has an area of $\pi ab = .9996\pi$

Whereas $\pi = 3.141592654$,
 $.9996\pi = 3.140336617$,

a difference of .00125

eccentricity = e

The eccentricity of a circle = 0

The eccentricity of an ellipse = $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$

or $e = \frac{\sqrt{a^2 - b^2}}{a}$

mean distance from the sun = 93,000,000 miles

so 1.02 au = 94,860,000 miles =

and .98 au = 91,140,000 miles

93 million miles is the earth's mean orbital radius.

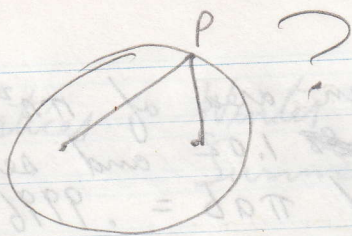
eccentricity is the distance to the focal point divided by the distance to the directrix line

$$e = \frac{\sqrt{a^2 - b^2}}{a} = \frac{r}{a}$$

$$A = \pi ab$$

$$a = \sqrt{b^2 + c^2}$$

106



$$\text{mean orbital radius} = 92,960,000 = 1 \text{ au}$$

$$\text{so } 1.02 \text{ au} = 94,819,200$$

$$.98 \text{ au} = 91,100,800$$

c = distance from center

$$\text{so } 1.02 = \sqrt{.98^2 + c^2}$$

$$\text{so } 1.0404 = .98^2 + c^2$$

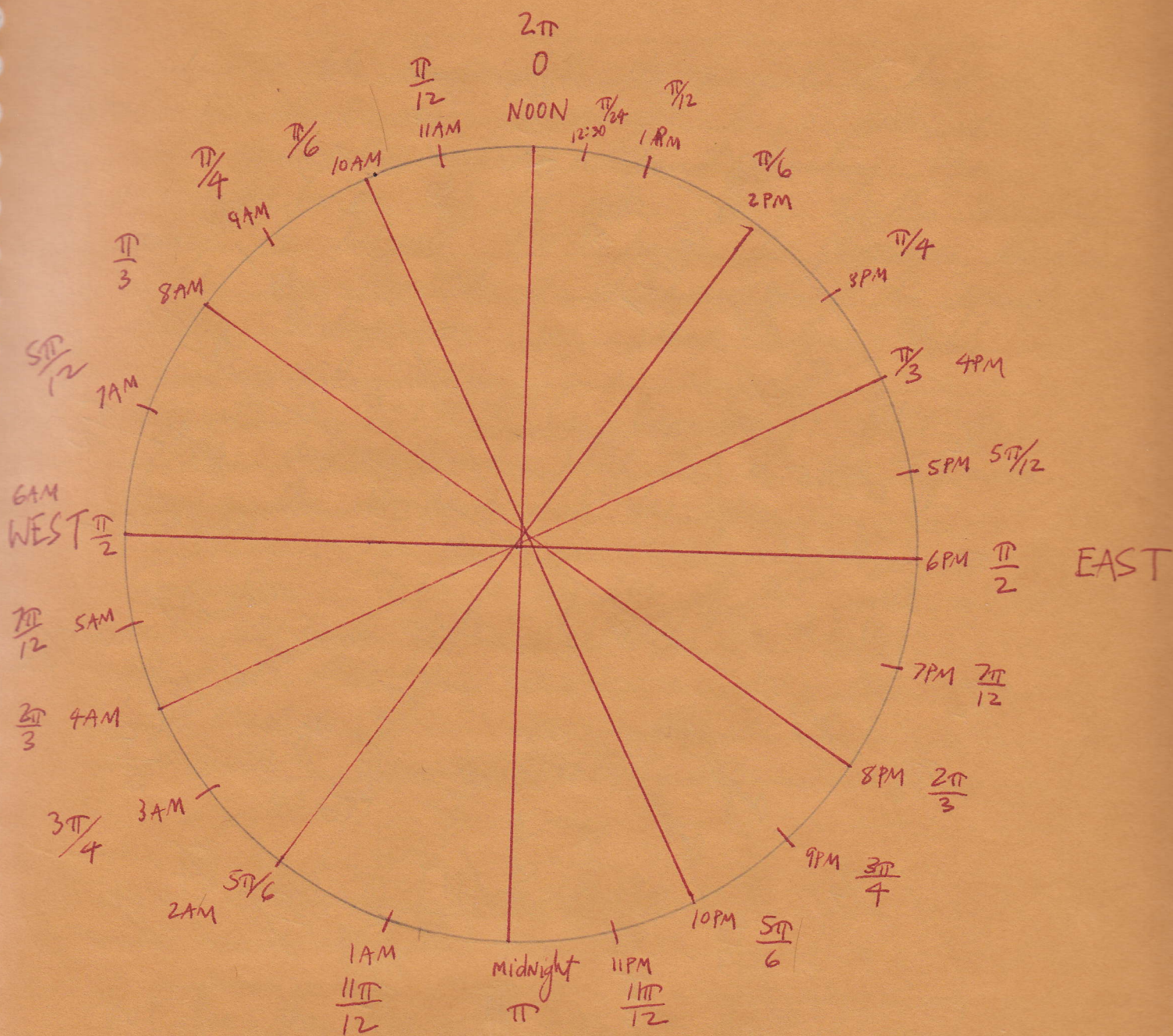
$$\text{and } .08 = c^2$$

$$c = .28 \text{ au}$$








$$c = 26,304,372 \text{ miles}$$

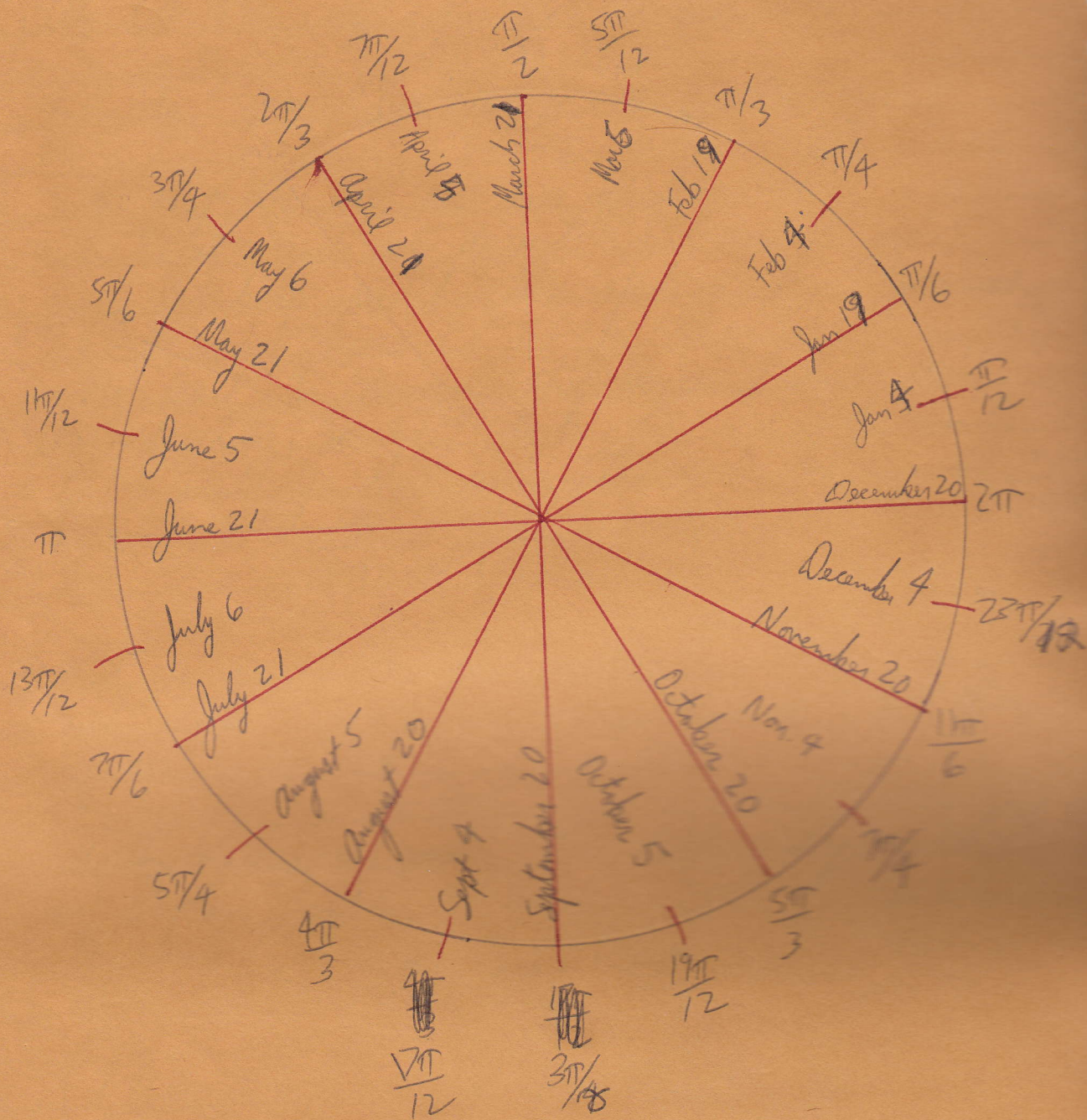
$$\frac{\sqrt{a^2 - b^2}}{a} = \frac{\sqrt{1.02^2 - .98^2}}{1.02} = .277$$

why does book say $e = .017$?



half hour = $\frac{\pi}{24}$

 Sunday
  Monday
  Tuesday
  Wed
  Thurs
  Fri
  Sat



$$\begin{array}{r} 24 \overline{) 1.00} \\ 40 \end{array}$$

124

Julian day numbers: (see Pawyc 4)

fundamental epoch: Greenwich mean time
noon of January 1st 4713 BC (-4712)

each new Julian day begins at 12h 00m UT,
.5 day out of step with civil time,

$$\text{INT}(22.456) = 22$$

$$\text{INT}(-3.914) = -3$$

What is Julian date of 1985 February 17, 25
(6am on Feb 17th)

1. set y = year, m = month, d = day

$$y = 1985 \quad m = 2 \quad d = 17.25$$

2. if $m = 1$ or 2 subtract 1 from y and
add 12 to m , otherwise $y' = y$ and $m' = m$.
 $y' = 1984 \quad m = 14$

3. if the date \geq Oct 15, 1582 calculate
(i) $A = \text{INT}(y'/100)$
(ii) $B = 2 - A + \text{INT}(A/4)$

$$A = \text{INT}(1984/100) = 19$$

$$B = 2 - 19 + \text{INT}(19/4) = -13$$

otherwise, $B = 0$

$$4. \text{ if } y' < 0 \quad C = \text{INT}[(365.25 y') - .75]$$

$$\text{otherwise } C = \text{INT}[365.25 y']$$

$$C = \text{INT}(365.25 \times 1984) = 724\,656$$

$$5. \text{ calculate } D = \text{INT}[30.6001(m' + 1)]$$

$$D = \text{INT}[30.6001(15)] = 459$$

$$6. \text{ find } JD = B + C + D + d + 1\,720\,994.5$$

$$= 2\,446\,113.75$$

The Julian date of epoch 1990 January 0.0
is 2 447 891.5

~~B.~~ What is the Julian Date of 1967 February 11 3h 17m

$$1. \quad y = 1967 \quad m = 2 \quad d = 11.136$$

$$2. \quad y' = 1966 \quad m' = 14 \quad d = 11.136$$

$$3. \quad A = 19$$

$$B = -17 + \text{INT}(19/4) = -12$$

$$4. \quad C = \text{INT}(365.25 \times 1966) = 718\,081$$

$$5. \quad D = \text{INT}(30.6001 \times (15)) = 459$$

$$6. \quad JD = B + C + D + d + 1\,720\,994.5 = 2\,439\,532.636$$

12.6

so I will name the epoch of my
birth epoch 1967 February 11.136

and from the JD I will subtract MWH MJD,

"the Michael William Hentrich MJD" ?
or MWHMJD

To modify julian date to calendar date :

1. add .5 to JD. Set $I = \text{INT}$
 $F = \text{fractional}$

$$\text{JD} = 2\,446\,113.75$$

$$\text{JD} + .5 = 2\,446\,114.25$$

$$I = 2\,446\,114$$

$$F = 0.25$$

2. if I is larger than 2 299 160,
calculate

$$A = \text{INT} \left[\frac{I - 1\,867\,216.25}{36\,524.25} \right]$$

$$B = I + 1 + A - \text{INT}(A/4)$$

$$A = 15$$

$$B = 2\,446\,127.0$$

$$3. C = B + 1524 \quad C = 2\,447\,651.0$$

Notes e, Day 47.96

$$4. D = \text{INT} \left[\frac{C - 122.1}{365.25} \right] \quad D = 6700.0$$

$$5. E = \text{INT}(365.25 D) = 2447175.0$$

$$6. G = \text{INT} \left(\frac{C - E}{30.6001} \right) \quad G = 15$$

$$7. d = C - E + F - \text{INT}(30.6001 G)$$

This is the day of the month. $d = 17.25$

$$8. \begin{aligned} m &= G - 1 \text{ if } G < 13.5 \\ m &= G - 13 \text{ if } G > 13.5 \end{aligned} \quad m = 2$$

$$9. \begin{aligned} Y &= D - 4716 \text{ if } m > 2.5 \\ Y &= D - 4715 \text{ if } m < 2.5 \end{aligned}$$

this is year $Y = 1985$

Day of week: $A = \left[\frac{JD + 1.5}{7} \right]$

(Fractional part of A) $\times (7)$
round to nearest integer

SUN = 0	WED = 3
MON = 1	THUR = 4
TUES = 2	FRI = 5
	SAT = 6

2.51 I will choose the symbols of the 24 greek letters I will use:

- | | | | |
|-----|------------|---------|----------------|
| 1. | α | alpha | |
| 2. | β | beta | |
| 3. | γ | gamma | 16. Γ |
| 4. | δ | delta | 17. Δ |
| 5. | ϵ | epsilon | 18. |
| 6. | η | eta | |
| 7. | θ | theta | |
| 8. | λ | lambda | 18. Λ |
| 9. | μ | mu | |
| 10. | π | pi | 19. Π |
| 11. | σ | sigma | 20. Σ |
| 12. | τ | tau | |
| 13. | ϕ | phi | 21. Φ |
| 14. | ψ | psi | 22. Ψ |
| 15. | ω | omega | 23. Ω |

* there is no need to follow the order here. These will serve as symbols for topic catagones, (not as series.)

2.52 symbols of Elder Futhark I will use:

F	fehru	↖	jera	↑	laguz
Λ	wruz	↗	ihwaz	◇	ingwaz
⋈	thurisaz	↕	perthro	⋈	dagaz
≡	ansuz	⋈	elhaz		
R	ragidho	↕	sowilo		
<	kenaz	↗	tiwaz	⋈	othella
X	gebo	↑	berkano		
P	weanjo	⋈	ehwaz	⋈	swastika
H	hagalaz	⋈	mannaz		

"My thoughts at age 27"

1994.02.11

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e79↓71.46

79t, Overtime on my birthday

79 1 1 Although I do not at all feel like going over to the shop, getting in the powerwagon, and plowing snow, if I want to go anywhere in the next couple of days, I think I had better force myself to do just that.

1 2 I can look at it like I am a prisoner and slave, a farm animal being pulled from its barn to work, or I can see it as being a creature plowing itself a path from its home to the main road - and because the home is provided by the State Park Service, plowing the park as well.

1 3 Either way I look at it, I am a prisoner. And I am not so sure that it is modern civilization that makes me a prisoner. It may be as Schopenhauer puts it, that all existence is a penal colony.

79t₂ Why am I even thinking of going to college?

79 2 1 It occurred to me last night that big companies let people go sometimes I just because they are almost 60 years old. If it takes me until age 50 to get a degree, what company would hire me?

I need not struggle to become an engineer/scientist; but may instead follow my heart onto a path if it longs to travel. This path of course is towards becoming a mathematician/philosopher.

As I have stated earlier, I can take Calculus I, Calculus II, Calculus III, Physics I, Physics II, and a few English courses without crossing over entirely or even deciding on a major; but the way I feel right now I have already made up my mind.

- 1 2 I purchased two "science" books:
- (1) The Art of Mathematics
 - (2) Mathematical Method

Both seem to be exactly what I may need to strengthen my intuition that tells me to forget about engineering and pursue my true interest: MATHEMATICS ITSELF, to become a MATHEMATICIAN. Both are written by mathematicians.

1 3 a line from the introduction to the art of M may drive home the point: "The notion that mathematics can have aesthetic value is remote both to those who are familiar with mathematics and to those who are not. Engineers and scientists, who use mathematics routinely in their work, see it only as a tool. Mathematics, to them, has no more charm than a microscope or a cloud chamber."

8173 Why I desire higher education.

3 1 First of all, I will state clearly that the reason I study mathematics is NOT so as to get a degree in engineering so as to get a job for some multinational cooperation, although I respect science and wish to think "scientifically", it is not my main goal to use mathematics as a tool to apply in scientific work.

3 2 The reason I want a higher education in Mathematics is because I desire to understand and DO MATHEMATICS. It is my avocation, my hobby. I get my back into my learning a living, but even so, I am not seeking to escape my life style. Although I would enjoy MENTAL WORK, this is not my main goal.

In other words, a higher education, with MATHEMATICS as my major, will be an avocation and a hobby I gladly pay for out of my own pocket because I ENJOY THE AESTHETIC BEAUTY OF MATHEMATICS. I may even be a classical mathematician philosopher finding in a janitor's uniform; and I look forward to "AGING".

e82 ↓ 73.1

82t, Confusion about Mathematician vs. Engineers

1 1 From what I have read of The Art of M,
I gather that if I am an adult - which
I am - and I am not a great
mathematician, I never will be one.
This is a difficult fact to absorb.

1 2 So all I can hope to do is study
mathematics and one day become a teacher?
I will sleep on it ... and I best
take ENG 105 just to cover my ass.

1 3 As it stands now, mathematics is a
hobby. It doesn't have to be a
potential profession.

e82 ↑ 73.101

e83 ↓ 73.32

83t, I am drawn to mathematics, regardless

1 1 It doesn't matter that I will never be
a "great mathematician" nor a "great philosopher".
If I were a great mind, I would
have known it by now. Does it matter
that I may never "help" the human race
in any way through the study of mathematics?

185
232
1.85 ↓ 589

Does it matter?

83 1 2

The engineers create technologies that help our species control the natural world of reality. Scientists discover things about reality, Mathematicians create within an abstract world in the mind.

Does my involvement with mathematics have to be justified by benefitting our species?

No. If I am drawn to mathematics, I will seek to understand the beauty and experience the awe.

83 1 3

If I do not reach pure mathematics until in my thirties, by the time I get to starting a career as a mathematician, won't I be too old to really specialize in one area? I would have to be content with being a second rate mathematician.

1 4

I look at the books on the shelf, and I am overtaken with a desire to understand. I will not pretend to be a genius, nor will I pretend to be striving for a goal. My drifting has brought me back to mathematics, and I will do math.